**Title of Lesson:** It’s Alive!

**Subject:** Life Science, and Mathematics

**Grade Level:** Kindergarten

**Teacher:** Lauren Smith

**Objectives:** Students will identify and classify living and nonliving things.

**SCSDE Curriculum Standards Addressed:**

**Prerequisites:**

The children should be able to identify different animals and plants.

The children should have experience with an interactive whiteboard.

**Standards**

Standard K-2: The student will demonstrate an understanding of characteristics of organisms

K-2.1 Recognize what organisms needs to stay alive (Including air, water, food, and shelter)

K-2.2: Identify examples of organisms and nonliving things

**Materials/ Preparation:**

*Living and Nonliving* by Jenny Feely

Live rabbit

Markers

Chart Paper

Interactive White Board

**Procedures**:

**Introductory Activity:** Read the book titled *Living and Nonliving* by Jenny Feely

Throughout the interactive read aloud the following questions will be asked:

Are you living or nonliving?

Can anyone tell me what a living thing is?

How can you tell if something is living or nonliving?

\*Point to objects in the book and ask if they are living or nonliving

\*\*A living thing is something that needs air, water, food, and shelter to stay alive.

**Main Activity:**

* Position students in front of the chart paper and conduct a chart with two columns titled Living and Nonliving.
* On the top of the chart write: living things need air, water, food, and shelter to survive. Nonliving things do not grow or need air, water, food, or shelter.
* Each column will be filled with student’s examples of something that is living or nonliving.
* “Give me an example of a living or nonliving thing”
* Decide as a class as a whole and state reasons why it fits in which category. (aim for 5 of each)
* Once the students have formed five examples of living and non living things, say: “Now I am going to show each of you some examples of my own and I want you to tell me if they are living or nonliving.”
* Show scissors, paper, yourself, pencil, and finally the live rabbit.
* Ask students after each item if it is living or nonliving and put the name of the item on the chart in the appropriate column.
* Allow students to pet the rabbit if they desire.

**Closure:** One center is dedicated to science at the interactive white board.

* Before the activity starts, students will go over what makes something living and nonliving.
* Students will participate in a living/nonliving sorting activity.
* A group discussion will take place to reinforce the students understanding of the topic as well as feedback from me once the activity is complete.

**Assessments:**

Informal assessments: Chart during main activity, interactive white board participation

Formal assessment: Homework- children will take a walk through their house (like in book) and draw a picture of something living and nonliving in their house.

**Adaptations and Accommodations:**

ESL: Homework sheets will be printed out in Spanish and English

Students will be given longer time to complete activities if needed.

Hard of hearing and vision impaired will sit in front of the class.

Aid will be given to those who need it to complete unfinished work.

L**iterature to include in the reading center:**

*What’s alive?* by [Kathleen Weidner Zoehfeld](http://www.barnesandnoble.com/c/kathleen-weidner-zoehfeld/2572885)

*Is it a Living Thing?* *(Introducing Living Things)* by Bobbie Kalman

*Living and Nonliving* by Angela Royston

*Is it a living thing?* by Bobbie Kalman

*Living and Nonliving* by Carol K. Lindeen

Song by Carol Ogden: Am I Living?

*Living & Nonliving* Book Set (3 books) by Sheila Rivera

**Follow up Lesson Activities:**

Homework: children will take a walk through their house (like in book) and draw a picture of something living and nonliving in their house.

Lessons to follow could include the life cycles of animals and matching parents to their offspring. Another lesson could include comparing the different characteristics of individual animals.

**Directions: Walk through your home and draw a picture of something living and nonliving found in your home.**

|  |  |
| --- | --- |
| **Living** | **Non Living** |
|  |  |

Am I Living?

(Tune: Are You Sleeping?)

Am I living, am I living?

Yes I am, yes I am.

I need food, air, water.

I can move and grow.

I do reproduce, I do have young.

Am I living, am I living?

No I’m not, no I’m not.

You don’t have to feed me,

Air and water aren’t needed.

I don’t reproduce, I don’t have young.

~Carol Ogden